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ABSTRACT

In response to legislative mandate, three proposals were developed for encouraging student participation in the governance of California's community colleges and for establishing a minimum standard regulation for local procedures. The proposals are intended to improve and enhance access to governance mechanisms, improve accountability, enhance the quality and effectiveness of representation, and improve communication and coordination. They are designed to build a true community of interest in quality education; establish a continuity of relationships between students and the college's faculty, staff, and administrators; make student bodies a collective whole; and ensure leadership and administrative support. The proposals include a set of actions to be taken by the Board of Governors and Office of the Chancellor, and a parallel set recommended actions to be taken at the local district level (e.g., ensure student membership on statewide and district governance committees and task forces and grant student representatives the same rights and privileges as other members; schedule meetings to accommodate as much as possible students' time and resources; recognize the Council of Student Body Governments and local student body governments as the official representatives of the state's community college students; and require student representatives to maintain their college's scholastic standards). It is also recommended that at the state level pertinent documents and materials be made available to students in a timely manner; that an orientation and ongoing consultation services be offered to student representatives; that a student development office be created; and that services be established and maintained to recruit and train students for participation in governance. The final proposal is for a new regulation that would require each district governing board to adopt policies and procedures to provide students the opportunity to participate effectively in college and district governance. (GFW)

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Encouraging Greater Student Participation in Governance

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Discussed as Agenda Item 9 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, September 13-14, 1990).

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Board of Governors
California Community Colleges
September 13-14, 1990

ENCOURAGING GREATER STUDENT PARTICIPATION IN GOVERNANCE 9

Second Reading, Action Scheduled

Background

As part of a series of actions to be undertaken in creating a new structure for community college governance, Assembly Bill 1725 (Chapter 973, Statutes of 1988) charges the Board of Governors with the responsibility for establishing:

> " . . . minimum standards governing procedures established by governing boards in community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards . . ." [*Education Code*, Section 70901(b)(1)(E)]

The reform legislation also charges district governing boards with the responsibility of establishing "procedures not inconsistent with minimum standards established by the Board of Governors . . ." to implement the roles of faculty, staff, and students in governance. [*Education Code*, Section 70902(b)(7)]

As part of that implementation activity, the Board is to develop, in cooperation with district and student representatives, a plan for encouraging greater student participation in appropriate aspects of campus, district, and systemwide governance (Section 61, AB 1725).

This agenda item consists of three proposals intended to meet both the Board's obligation to develop a plan for encouraging student participation in governance and a minimum standard regulation for local procedures. It is comprised of a set of actions to be undertaken by the Board of Governors and the Chancellor's Office, a set of initiatives to be commended by the Board to district governing boards, and a regulation establishing minimum standards on student participation in district and college governance.

The proposals, developed in conjunction with the members of the Council of Student Body Governments (CSBG) and the members of the Council of Chief Student Services Officers (CCSSO), were introduced into Consultation May 4, 1990.

Analysis

The proposed plan for encouraging greater student participation in governance incorporates statements on shared governance and collegiality that reflect policy set forth in "Shared Governance in the California Community Colleges," adopted by the Board of Governors at its July 1990 meeting. In addition, it identifies a framework of goals for planning that should be addressed at the State and local levels. The goals are:

- Improving and enhancing access to governance mechanisms.
- Improving accountability.
- Improving the quality and effectiveness of representation.
- Improving communication and coordination.

In the context of these goals, specific initiatives are proposed that together provide an inter-linked system of shared governance mechanisms. While each initiative has intrinsic value, the full benefit and impact of the initiatives are linked to their simultaneous application.

The first set of initiatives are to be implemented by the Board of Governors and the Chancellor's Office to encourage and ensure student participation in community college governance at the State level. In its leadership role, it is only fitting that the Board set an example of good practice for participation.

A second set of initiatives, to be commended by the Board to district governing boards, reiterates for local consideration matters similar to those implemented at the State level. These initiatives are intended to provide guidance and direction that local governing boards may choose to follow as they develop their own mechanisms for encouraging greater student participation in governance.

The third part of this package is a new regulation that would require each district governing board to adopt policies and procedures to provide students the opportunity to participate effectively in district and college governance. The scope of student involvement is to include participation in the formulation and development of policies and procedures, as well as in those processes for jointly developing recommendations for action, that have or will have a significant effect on students. The regulation also defines those areas that have "significant effect on students." Prior to taking action on such matters, the district governing board will be required to

provide students with the opportunity to participate in the development of such policies, procedures, or recommendations.

The draft plan and regulation in this agenda item were reviewed by the Board's Student Services and Academic Policy Committees, and by the full Board at its July 1990 meeting.

The item has been revised since then to address concerns raised in Consultation regarding the proposed regulation. The wording of the regulation has been refined to provide greater precision, clarify its intent, and to better define the nature and scope of student participation.

Recommended Action

That the Board of Governors approve the plan and the regulation change set forth in the Attachment and adopt the following resolution:

> BE IT RESOLVED, That the Board of Governors of the California Community Colleges, acting under the authority of Section 70901(d) of the *Education Code*, delegates authority to the Chancellor of the California Community Colleges to adopt, on behalf of the Board, the regulation that has previously been reviewed and approved by the Board, and which is set forth in the Attachment.
>
> In accordance with the delegation of this authority, the Chancellor shall make provisions for holding a public hearing regarding the adoption of the regulation, including provisions for notice of the hearing to the general public as prescribed by Section 206 of the *Rules and Standing Orders of the Board of Governors*. The Chancellor shall make copies of the text of the proposed regulation, as endorsed, available to the public as required by Section 206. The Chancellor shall have the authority to hear and consider testimony and written comments regarding this regulation. The Chancellor shall adopt the regulation as endorsed by the Board in this resolution, only if, in the Chancellor's opinion, no substantive changes are necessary, as determined on the basis of any written or oral testimony offered.
>
> Pursuant to Section 208 of the *Rules and Standing Orders of the Board of Governors*, this regulation shall become effective 30 days after adoption by the Chancellor unless, within that 30-day period, at least two-thirds of the community college district governing boards vote in open session to disapprove the regulation. Written verification of governing board disapproval must state the basis for the disapproval and include the text of any related governing board resolution. Verification of disapproval must be

sent to the Board of Governors, postmarked no later than 30 days after the regulations are adopted by the Chancellor.

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ATTACHMENT

A Plan for Student Participation in Governance

Introduction

Assembly Bill 1725 (Chapter 973, Statutes of 1988) enacted a new structure for community college governance by establishing the California Community Colleges as a system, by delineating the roles of the Board of Governors and district governing boards, and by strengthening the roles of faculty, staff, and students in governance.

In delineating the functions of the new system, AB 1725 charges the Board of Governors with responsibility for establishing:

> " . . . minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards . . ." [*Education Code*, Section 70901(b)(1)(E)]

The reform legislation also charges district governing boards with the responsibility of establishing "procedures not inconsistent with minimum standards established by the Board of Governors . . ." to implement the roles of faculty, staff, and students in governance. [*Education Code*, Section 70902(b)(7)]

As part of these responsibilities, AB 1725 requires that the Board, by January 1, 1990, develop, in cooperation with district and student representatives, a plan for encouraging greater student participation in appropriate aspects of campus, district, and systemwide governance (Section 61, AB 1725).

This item consists of three proposals intended to meet both the Board's obligation to develop a plan for encouraging student participation in governance and a minimum standard regulation for local procedures regarding such participation. It is comprised of (1) a set of actions to be undertaken by the Board of Governors and the Chancellor's Office, (2) a set of initiatives to be commended by the Board to local governing boards, and (3) an initial regulation establishing minimum standards governing local procedures related to student participation.

The plan that follows has been developed by incorporating recommendations proposed primarily by members of the Council of Student Body Governments and the Council of Chief Student Services Officers, while simultaneously maintaining consistency with the "Strengthening Academic Senates" and the "Shared Governance in the California Community Colleges," companion documents adopted by the Board of Governors at its July 1990 meeting.

The Need for Planning Student Participation

The primary goal of this plan is to present a long-range vision of what student participation in governance can be, and to engender widespread commitment to providing meaningful and educational opportunities to students at both the State and local levels. The Board of Governors is charged specifically with developing a plan for encouraging greater student participation in governance at the campus, district and statewide levels (Section 61, AB 1725, Chapter 973, Statutes of 1988).

The ultimate goal of that plan is to help build a system of governance that better meets the needs of all who have a stake in the future of the community colleges.

The proposals put forth in this plan present initiatives for increasing and enhancing opportunities for shared governance on the part of students. Board policy provides the conceptual cornerstones for the plan. Two prerequisites to its successful implementation are a spirit of cooperation and a commitment to the goals and principles that are to guide the development of shared governance.

Apart from the letter and the spirit of AB 1725, the Board believes student participation in governance at the statewide level is important in its own right: as a symbol of institutional identity, as a means of student input and communication, and as a check upon assumptions by others about students. This conviction has provided a major impetus for the inclusion of student representatives within various policymaking groups. Appropriate student participation in the development of policies and decisions is essential to a healthy educational system. It is the Board's intent to provide statewide leadership and direction, while encouraging and supporting local leadership and initiatives in cultivating the role of students as legitimate participants in a system of shared governance.

The Board of Governors recognizes that students should be included in college, district, and systemwide policy formulation, and in the development of recommendations for action, in a manner appropriate to their status as adults, as learners, and as consumers who sustain the ultimate impact of developments in the community college system. The Board also recognizes that their participation in such matters is expressly for a dual purpose – that of providing avenues for student advice and judgment on policy matters that affect them, and educational opportunities for students to learn about policy issues, collegiality, and shared decision making at both the local and systemwide levels.

The initiatives proposed in the plan are intended to move existing governance beyond that of limited participation to that in which students have an opportunity for greater and more meaningful participation in the formulation of policy, and in those processes for jointly developing recommendations for action, that have or will have significant effect upon them.

The initiatives empower students to freely exercise their governance skills, but require an equal level of involvement and commitment. They provide greater privileges and enhanced resources to students, but require a corresponding measure of responsiveness and accountability. They envision a better-organized and more inclusive system of governance, but call for achievement of a true community of interest.

A Framework for Planning

A review of existing mechanisms and practices of State and local governance, consultation discussions, and research on the general topic of student participation in governance led to the conclusion that fulfillment of certain conditions is requisite if students are to participate effectively. Those conditions include:

- *A community of interest.* Broadly stated, students share an interest in receiving a quality education. Methods for building a true community of interest are needed, including effective ways in which to communicate about and share responsibility for governance.

- *Continuity of relationships.* Even though individual members come and go, a continuity of relationships is established between faculty, staff, and administrative groups and other elements of an institution by virtue of their long-term, professional, and vested interests. This is not possible for students, either individually or as a body, because of their transience within the institution and system. However, a different form of continuity of relationships can be achieved. That continuity is maintained by a concept of sharing subscribed to by the faculty, staff, and administration; by the establishment of viable student structures and services; and by sufficient training and counseling of student leaders.

- *A collective whole.* Student bodies have not been successful in coalescing and focusing their separate perspectives and procedures to the extent required to provide strong direction and authority to a group of representatives, and to enable students to rely on the recommendations of those representatives. Given the amorphous character and immense size of the community college student population, this is difficult to attain yet nevertheless a necessity for effective participation of students in governance.

- *Leadership and administrative support.* Without well-trained, continuous leadership and established administrative support, a student body is unlikely to participate effectively in any form of governance.

- *Vision.* The final prerequisite to effective student participation is a sense of perspective and appropriate context, and a view to the institution's or system's longer-term future. This includes a sense of continuity, of going

beyond immediate concerns, and of including considerations other than their own in formulating opinions and developing recommendations.

From this discussion, a number of themes emerge for encouraging greater participation of students in community college governance at the State and local levels. These themes are reflected in four general planning goals:

- Enhancing access to governance mechanisms.
- Improving accountability.
- Improving the quality and effectiveness of representation.
- Improving communication and coordination.

The goals provide a framework for planning that builds upon the strength of the present while encouraging innovations for the future.

Initiatives for Statewide Governance

The Board of Governors recognizes that students have substantial rights to participate in matters of governance, and that their participation can serve important educational, professional, and institutional goals. Therefore, in keeping with its role of providing leadership and direction, it is only fitting that the Board set an example of good practice by implementing comprehensive initiatives at the systemwide level for the participation of students in community college governance.

These initiatives provide for greater student participation at the statewide level. At the same time, the Board hopes they will enhance the meaning and depth of the initiatives it proposes for consideration by local governing boards, and will lead to further development of an interlinked system of shared governance.

The Board of Governors directs the Chancellor to initiate or maintain the practice of the following actions, which are presented in the context of the general planning goal to which they make the greatest contribution.

Enhancing Access to Governance Mechanisms

Student participation in the formulation of policy and the development of recommendations at the statewide level has flourished since the advent of the Chancellor's Consultation Process. Nevertheless, it is the intent of the Board that students be ensured a recognized and continuing role in the statewide arena of governance. Ensuring broad-based participation by students will encourage them to identify with the community college system and its goals. Inherent in the opportunity for

meaningful student participation is the incentive for students to become more actively involved, and consequently make the collegial process itself more meaningful.

In short, ensuring and enhancing the opportunity for students to participate in governance provides the framework upon which to build a true community of statewide interest.

Action One

To foster participation in governance, the Chancellor's Office will ensure student membership on statewide governance committees, task forces, and similar groups. The extent of student membership will be determined by each committee or group, but will be such as to ensure the opportunity for student influence in the deliberative process. Where issues of governance arise in other committees or groups, the Chancellor's Office will provide opportunity for student participation.

Action Two

To enhance participation in the development of policy and to improve the quality of decisions by committees and other groups concerned with governance, student representatives will be granted the rights and privileges due to all members.

Action Three

Approved travel and per diem costs incurred by student representatives participating in statewide governance activities under the auspices of the Chancellor's Office will be reimbursed by that office in accordance with State rates.

Action Four

The Chancellor's Office will make every effort to maximize the opportunity for student participation in statewide governance through reasonable accommodation of time and resources. To facilitate student attendance, prior commitments of all members will be given equal consideration in scheduling meetings. As resources permit, students will be provided support and assistance needed to fulfill their committee responsibilities.

Improving Accountability

The Board of Governors believes that shared responsibility is implicit in the concept of shared governance. Therefore, students should understand that their participation in governance carries with it a corresponding responsibility for accurately and fully representing the concerns and interests of the student body at large. Student

representatives necessarily must be held accountable to an officially recognized student government entity.

Action Five

In order that the students may have a formal and effective vehicle for participating in the formation of statewide policy, the Board of Governors recognizes the Council of Student Body Governments as the official organization representing the state's community college students before the Board of Governors, Chancellor's Office, and other statewide organizations dealing with community college issues and concerns.

In appointing students to committees, task forces, and other governance groups formed under the auspices of the Chancellor's Office, the Chancellor will request nominations by and consult with the Council of Student Body Governments. Requests for student nominations to committees outside the purview of the Chancellor's Office also will be coordinated with the council. Achieving student equity and diversity will be a significant factor in student appointments and nominations.

Action Six

Students will be required to maintain the scholastic standards of their institutions while serving in a statewide governance capacity. Student representatives will be expected to work within established parameters of the governance process.

Improving Quality and Effectiveness of Representation

The Board of Governors believes that students, like any other participants in governance, need to be fully informed and knowledgeable about such matters if they are to make sound judgments and effectively represent their constituency. This maximizes their effectiveness, and imbues recognition and trust as stakeholders in shared governance.

Action Seven

The Chancellor's Office will ensure to students, in a timely manner, the availability of all pertinent documents and materials related to governance matters.

Action Eight

The Chancellor's Office will provide means to strengthen student knowledge and understanding of governance issues through the provision of the following:

- An orientation conducted at the beginning of each academic year for the purpose of building mutual trust and responsibility among the participants, and of preparing them for meaningful participation in the statewide

governance process. The orientation will include key Chancellor's Office personnel who participate in governance activities involving students.

- Ongoing consultation services provided in a regular and timely manner with committee chairpersons, or their designees, or other equally effective means of sharing knowledge and expertise with students.

Improving Communication and Coordination

Of all the proposed State-level initiatives, this is perhaps the single most potent and productive for encouraging greater student participation.

The diversity of student needs and the complexity of the developing community college system have fueled the need for better efforts by the State to facilitate communication and planning between the State and local levels. New approaches are needed to cooperatively develop and maintain a system that makes governance at both levels more accessible and responsive to students.

Fundamental elements of successful student participation in governance are information, communication, and coordination. The three functions require coordinated development and implementation. A new infrastructure instituted at the statewide level is needed that provides a more cohesive and systematic way of developing and sustaining student participation in systemwide and local governance.

The statewide office of the Academic Senate offers a well established precedent. A similar office for campus student bodies would be responsible for overall coordination and communication to meet their needs and to strengthen their opportunities, their effectiveness at the local level, and their links to State-level governance. This would require significant effort in terms of support programs, effective use of resources, increased communication and coordination between local and State levels, and increased accountability for carrying out student responsibilities in governance.

The lack of funding for these activities presents a serious obstacle to the stability and potential success of the new student role in governance. Successful student participation at the systemwide level requires the ongoing support and involvement of professional staff in determining directions and priorities, improving coordination on a day-to-day basis, and conducting research and planning. Such support is essential if students are to take their proper role in governance.

Action Nine

The Chancellor's Office will seek State funds to:

- establish and equip a student development office, including facilities rental, postage, communication, computer equipment, supplies, and printing costs.

- establish a professional staff consisting of one executive director, one full-time clerical support staff, and one student intern.

- reimburse travel and meeting costs incurred by student representatives and professional staff for participation in advisory committees, task forces, and the Chancellor's Consultation Process; for participation in intersegmental meetings; for participation in community college organizations, and for conducting workshops and conferences.

- pay for printing, word processing, and mailing costs related to the establishment of publications to facilitate communication and to promote student participation in student elections.

Action Ten

The Chancellor's Office will undertake to establish and maintain State-administered services to assist students and local districts in recruiting and training students for participation in governance, staff training in student development, and review and planning for encouraging greater student participation in governance.

Program and staff development efforts should combine traditional and emerging delivery methods. Where appropriate, workshops, conferences, and technical assistance should be augmented by new technologies, such as teleconferencing and computer bulletin boards.

Commended Initiatives for Local Governance

This section elaborates upon each of the initiatives the Board of Governors commends to local boards for encouraging greater student participation in district and college governance. The proposed initiatives are intended to provide guidance and direction that local governing boards may choose to follow as they develop their own mechanisms for encouraging greater student participation.

The recommendations are presented in the context of the general planning goal to which they make the greatest contribution.

Enhancing Access to Governance Mechanisms

Whereas most colleges and districts provide for student membership on a limited number of governance committees, students have not had the opportunity to participate fully in the formulation of policies, as well as in those processes for jointly developing recommendations for action, that have or will have significant effect upon them; nor have they been accorded the same rights and privileges generally held by their fellow members.

Students should know they are part of and belong to a community of learners, faculty, staff, and administrators. Involvement of students in local governance promotes student retention and identification with the institution and its goals. Moreover, methods for building a true community of interest include effective methods of student governance and of communication among students. Ensuring greater participation for students would directly benefit both them and the institution by creating greater incentive to participate and rendering the collegial process itself more meaningful for all.

Providing the same rights and privileges recognizes the role of students as participants, as colleagues, and as status-holding members of the institution.

Recommendation 1

To foster participation in local governance, students should be accorded membership on district and college governance committees, task forces, and similar groups. The extent of student membership will be determined by each committee or group, but should be such as to ensure the opportunity for student influence in the deliberative process.

Recommendation 2

As a symbol of institutional identity and as a means of fostering student participation and communication, the role of the student trustee on the district governing board should be strengthened by granting to him or her the rights and privileges accorded by law, such as the right to make and second motions and the right to receive compensation up to the prescribed limit (*Education Code*, Sections 72023.7 and 72425). The student trustee should also be given the right to have his or her advisory opinion on motions before the board reflected in the minutes.

Recommendation 3

To provide opportunity to influence the deliberative process and encourage improved policies and recommendations, student members of the various district and college governance bodies other than the district governing board should be granted the same rights and privileges generally held by fellow members.

Recommendation 4

Every district and college should maximize the opportunity for student participation in governance through reasonable accommodation of time and resources. To facilitate student attendance, the prior commitments of all members of any given committee should receive equal consideration in scheduling meetings. Students should have ready access to campus resources to adequately carry out committee responsibilities (e.g., use of telephones and office equipment, and printing and distribution of pertinent materials).

Improving Accountability

Whereas their participation in governance is both appropriate and necessary, students must appreciate that they have a responsibility for entering effectively into the process. Full and accurate representation of constituent concerns and interests is the essence of effective student participation. Therefore, student representatives must be accountable to an officially recognized student government association or organization.

Recommendation 5

Each college should formally recognize the associated student organization or its equivalent, as provided by *Education Code*, Section 76060, as the official body representing the college's enrolled student population.

Recommendation 6

Student representatives who serve on district or college committees, task forces, or other governance bodies should be recommended, or where appropriate, appointed by the officially recognized associated student organization or its equivalent, as provided by *Education Code*, Section 76060. The representatives are to be fully accountable to that organization(s). Achieving student equity and diversity should be a significant factor in student appointments and nominations.

Recommendation 7

Students should maintain the scholastic standards of the college while serving in governance capacities.

Recommendation 8

Student representatives should be expected to work within the established parameters of the governance process.

Improving the Quality and Effectiveness of Representation

If they are to make sound policy judgments and effectively represent their constituency, student representatives need to be fully informed and knowledgeable about committee matters. This will maximize their effectiveness, and will inspire mutual respect and trust as colleagues in shared governance.

To the degree that faculty, staff, and administrators work to bring about effective student participation, students will find natural and appropriate roles within the total governance structure. Several conditions should be fulfilled by colleges and districts to support student responsibility for involvement in shared governance.

Recommendation 9

Every district and college should ensure to students, in a timely manner, the availability of pertinent documents and materials related to governance activities. Resources should include, but not be limited to, background materials, including copies of past minutes, meeting agendas, and related documents.

Recommendation 10

Districts and colleges should provide appropriate means to strengthen student knowledge and understanding of governance issues in order to increase student preparedness, to foster greater self-confidence in student leadership roles, and to enhance student credibility.

Appropriate means should include:

- inservice training and orientation conducted at the beginning of each academic year for the purpose of building trust, fostering teamwork, and preparing for meaningful participation in the governance process. Those planning to participate in campus and district governance should be involved.

- the provision of ongoing consultative services such as regular, timely meetings with committee chairpersons, the development of mentorships, or other alternative means of sharing with students, supported by both faculty and administration.

Recommendation 11

Institutional commitment should be made to providing the comprehensive student development needed to facilitate and support the governance work of students, and to provide a leadership-development program and training for student representatives. Student development and training should be provided by qualified staff.

At a minimum, a student leadership course should be available to students interested in governance.

Recommendation 12

Districts and colleges should, in both word and deed, recognize the importance of local student government. Therefore, they should respect the integrity of and provide appropriate support for elections initiated by an associated student organization or its equivalent to conduct elections for the purpose of assessing a student representation fee or a student body center building and operating fee, as accorded by law (*Education Code*, Sections 54801, 54803, 54805, 76060.5, and 72253).

Proposed Minimum Standards Regarding Student Role/Governance

Assembly Bill 1725 (Chapter 973, Statutes of 1988) enacted a new structure of community college governance by (1) creating the California Community Colleges as a system, (2) delineating the roles of the Board of Governors and district governing boards, and (3) taking initial steps to create a postsecondary governance structure through strengthening the role of faculty, staff and students.

With respect to student roles in governance, one of the ongoing responsibilities of the Board of Governors provided in the AB 1725 delineation of functions is to establish:

> " . . . minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards . . ." [*Education Code*, Section 70901(b)(1)(E)]

The delineation of functions goes on to charge the district governing boards to "establish procedures not inconsistent with minimum standards established by the Board of Governors" to implement these roles. (*Education Code*, Section 70902(b)(7))

This proposal consists of changes in Title 5 regulations to meet the Board's obligation to develop minimum standards regarding student roles in governance. The proposed changes are additions to existing minimum standards of the Board of Governors contained in Sections 51000-51023 of Title 5 of the *California Code of Regulations*.

This proposed section (1) requires the governing boards of community college districts to adopt policies and procedures to provide students the opportunity to participate in districts and college governance; (2) defines the terms and the scope of such participation; and (3) provides a vehicle for student representation and for the selection of students to participate in governance activities.

Revisions to Existing Title 5 Regulations
Chapter 1. Minimum Standards

Add Section 51025.

51025. Students.

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

(1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

(2) Except in unforeseeable, emergency situations the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

(3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

(4) For the purpose of this section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

(b) For the purposes of this section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:

(1) Grading policies.
(2) Codes of student conduct.
(3) Academic disciplinary policies.
(4) Curriculum development.
(5) Courses or programs which should be initiated or discontinued.
(6) Processes for institutional planning and budget development.
(7) Standards and policies regarding student preparation and success.
(8) Student services planning and development.
(9) Student fees within the authority of the district to adopt.
(10) Any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students.

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53205 of Title 5 of the California Code of Regulations.

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this section.

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